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SCHOOL MANAGEMENT.

The following, by Prof. J. BALDWIN, for 14 years President of the State Normal School at Kirksville, Mo., and now President of the Sam Houston Normal Institute, at Huntsville, Texas, on the necessity and use of

SCHOOL APPARATUS,

from the long and varied experience of the author, and his eminent success as an educator, is entitled to great weight.

President Baldwin says:

School apparatus embraces all instrumentalities used for the purpose of illustration.

Tools are not more important to the mechanic than school apparatus is to the teacher.

The use of apparatus, when provided, more than doubles the efficiency of a teacher.

The district school set alone, is here considered. Schools of a higher grade are usually well supplied with apparatus.

Only in district schools where implements are most needed, do we find a lamentable destitution of them.

THE BLACKBOARD HEADS THE LIST OF APPARATUS.

In all branches it is in constant requisition. The teacher who ignores the blackboard deserves to be ignored by the school board. It is an open confession of inefficiency.

The blackboard should extend around the room, and should be from three to four feet wide. The bottom of the board should not be more than three feet from the floor.

The teacher's board should extend up to the ceiling, to give place for programme, standing diagrams, etc.

It is impossible to have too much blackboard surface in any school room.

Slate is the best material for blackboards, but is rather expensive.

HOLBROOK'S LIQUID SLATING

Is preferred by many to slate. Placed upon a smooth Plaster of Paris wall, or a board, it gives entire satisfaction.

Slated paper, attached to the wall, answers admirably, and is not costly.

The superiority and cheapness of Holbrook's Liquid Slating has caused the disuse of all other materials.



ERASERS.

During recitation, each member of the class should have an eraser. A small outlay will secure a sufficient number of the best erasers.

USE OF BLACKBOARD.

The least competent and most obscure teachers use the board in mathematics.

The skillful teacher uses it in all recitations.

In language and grammar the exercises are written on the board.

In geography maps are drawn and lessons outlined.

In reading, words are spelled and defined; inflection, emphasis, pitch, force and quality of voice are marked.

But it is needless to enumerate. The qualified teacher will no more attempt to teach without ample blackboard surface than the farmer will attempt to cultivate his farm without a plow.

CHARTS FOR READING.

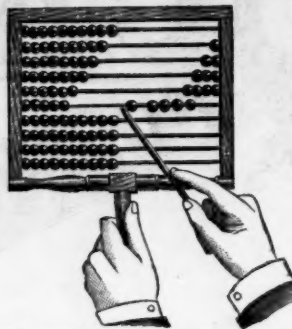
Illustrated reading charts, and blackboards are absolutely necessary to interpret and illustrate the lessons.

MATHEMATICAL APPARATUS.

Form and number must be taught to children. Every step must be first taken objectively.

Interest, clear ideas, and culture of the perceptive faculties result from this method.

Cube Root Blocks and Geometrical Forms can be secured for a trifling outlay, and these forms are of great value in education.



THE NUMERAL FRAME

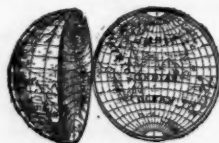
Is valuable, and should have a place in every district school, as an aid to counting, addition, multiplication, subtraction and division.

GEOGRAPHICAL APPARATUS.

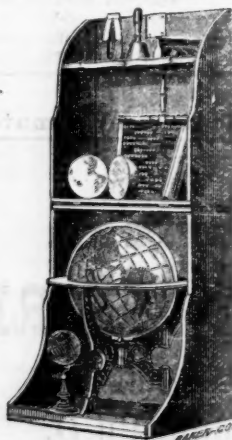
The earth is the basis of instruction in this branch. Each lesson is based on the child's observation and experience. Correct teaching leads the child to observe and discover for himself. Geographical apparatus greatly aids.



GLOBE



HEMISPHERE GLOBE.



APPARATUS CASE.

A globe, 8 to 12 inches in diameter, in a hinged case to preserve it, and a 5 inch hemisphere globe and a good magnet are needed. With these nearly all geographical topics may be fully illustrated.

MAPS.

A set of outline maps is indispensable. They will be advantageously used in almost every recitation. Only quick teachers are guilty of the crime of leaving these valuable aids unused, or of suffering them to be destroyed. Shame on such stupidity and neglect.

COST OF A SET OF APPARATUS.
It is astonishing, when we find that the common school set of apparatus costs only from \$60 to \$100, that any school should be unsupplied. It is mortifying to know that less than one-third of the schools of the United States are supplied with these essential and necessary "tools to work with."

Men squander millions on their appetites and leave their children destitute of the necessities of intellectual life. Judicious expenditure is true economy. Money invested in school apparatus pays the highest possible dividends to all.

For further particulars, or for anything needed in school, address with stamp for reply,
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SOUTHWEST MO.

PROF. J. W. NORRISH, Superintendent of Schools at Marshfield, Missouri, in a private letter says:

"Our meetings were characterized by the great amount of practical work done. There was very little superfluous talking indulged in.

Dr. Shannon's visit had an excellent effect upon the teachers. His remarks were full of encouragement, and forcibly impressed us with the fact that there was a good time coming for Missouri, educationally, and that too, at no very distant date.

Resolutions were adopted urging the Legislature to make six months the minimum length of the school year, to restore county supervision, and make better provision for competent school officers."

The old and reliable firm of H. C. Wilkinson & Co. of New York, make a handsome offer to our readers, specially interesting to the ladies. Read their advertisement.

ELEPHANT IVORY Paper Knife, 5 in. blade, polished rosewood handle, only 15c; toothpicks, 5c. R. L. Spencer & Co., Ivoryton, Conn.

If your pupil reads a fine selection understandingly, he can express his conception of it in his own words, and yet these words or phrases, though really his own, are oftentimes gathered incidentally and half unconsciously from the author. Thus facility and beauty of expression are by degrees developed.

Let the pupils as well as the teachers remember that it takes education, energy, force and perseverance, to win the prizes of life.

With the same attainments and opportunities, nay, with much less, the man with energy will succeed where the man without energy will make a stupendous failure.

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ST. LOUIS, FEB., 1882.

J. B. MERWIN, Managing Editor.
HON. E. D. SHANNON,
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ble for any views or opinions expres-
sed in the communications of our cor-
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Our associate editors are only re-
sponsible for such articles as appear
over their own signatures or initials.

It is not only a very gratifying but
a very significant fact, that the whole
educational force of the State seems
to be more united and harmonious,
and doing more vigorous and effec-
tive work than ever before in our his-
tory.

Schools of all grades are full;
teachers are alive, determined and
hopeful, and if our Legislature will
only give us efficient county super-
vision, we shall take a long and suc-
cessful step forward.

The best thing and the cheapest
thing to do is to make our school sys-
tem broad enough to give to every
child within our boundary a chance
to fit himself or herself for the du-
ties of citizenship.

Would it not be a good idea to call
a meeting in your school district
early, and read over to the people the
provisions of Senator Blair's bill on
common schools?

Would it not be a good idea to give
the statistics gathered there?

FEWER changes occur among the
teachers than formerly, and tried and
efficient teachers have not only been
re-engaged, but wages have in a large
number of cases been materially in-
creased.

We note these facts with sincere
pleasure, as showing an appreciation
on the part of the parents and tax-
payers, of the good work our teachers
are doing.

THE men who laid the foundations
of our government were men who
knew the worth of education. It is
not, therefore, to be wondered at that
when in 1785 the ordinance for the
government of the Northwest Terri-
tory was passed it should have con-
tained this noteworthy provision:
"Religion, morality and knowledge
being necessary to good government
and the happiness of mankind, schools
and the means of education shall be
forever encouraged."

If the tax-payers could read Sen-
ator Blair's bill, they would begin to
realize what the necessities of the
country are in regard to this matter
of the education of the masses.

Look carefully over the figures of
the number of voters who *cannot read*
or *write*.

Our Normal schools are more than
ever prosperous.

Our private schools are full to over-
flowing, and yet there never were so
many pupils enrolled in the public
schools of this State as at the pres-
ent time.

Of course, with these favorable
surroundings, our teachers are doing
more than ever before.

WE hope every Legislature which
convenes this winter, will have its
Committee on Education look care-
fully into the merits of Senator Blair's
bill on common schools. If it should
result in a recommendation to the
Senators and Representatives in Con-
gress to vote for the bill, this would
be another step in the right direction.

Have our teachers and school offi-
cers done all their duty in the matter
of bringing this bill to the attention
of the law makers?

KEEP up the local township and
county Institutes. Interest the peo-
ple! Have some good music, good
recitations, and let the evening lec-
tures be of a popular, strong charac-
ter, showing what the people get for
the money expended to maintain the
schools.

Secretary Folger of the United
States Treasury, has called in another
\$20,000,000 of the bonds continued
at 3 1-2 per cent. interest by his pre-
decessor, Secretary Windom. Inter-
est will cease in sixty days from the
date of the call. This looks encour-
aging to patriots who are hoping to
live to see the National debt paid.

How would it do to raise the sum
necessary to educate the people by
issuing bonds to run say fifty years,
and take the public lands as security
for the payment of the bonds, and
hold them as a sacred trust to pay
off this indebtedness?

Could it not be done?

Officers of the Northeast Teachers'
Association for 1882-3 are, President,
H. M. Hamill, Louisiana; Secretary,
Professor Trowbridge, Pritchett In-
stitute, Glasgow; Treasurer, Carl
Vincent of Fulton. Fulton is the
place for its next meeting.

Ignorance costs! It is said that
Melius, the brakeman upon whose
shoulders rests the immediate respon-
sibility for the Spuyten Duyvil trag-
edy, has been employed by the New
York Central twenty-six years, and
had the printed schedule in his pock-
et, but as he took it out he confessed:
"To tell you, honest and true, I can't
read."

Senator Blair's bill on common
schools would make a good article
for your reading club.

THE election for directors and offi-
cers of the St. Louis Fair Associa-
tion resulted as the mass of the peo-
ple expected it would. Now let us
stop all this nonsensical clamor, and
work together to make it a greater
success than ever before.

It is a matter of more than mere
local interest, and President Green
has too much money and reputation
at stake to do anything that will hurt
its prospects. He deserves the most
cordial and liberal co-operation, and
he will have it; and what is more, he
will make the Fair a success surpass-
ing its most popular and prosperous
years.

He has the ability—the experience,
and the confidence of the best people
the country over.

Let us all work together to insure
its success and prosperity.

MARCH 4, 1881.

WE present the following extract from President Garfield's Inaugural Address, 4th March, 1881, and commend it to the attention of teachers, school officers and legislators:

"The danger which arises from ignorance in the voter cannot be denied. It covers a field far wider than that of negro suffrage, and the present condition of the race. It is a danger that lurks and hides in the sources and fountains of power in every State. We have no standard by which to measure the disaster that may be brought upon us by ignorance and vice in the citizen when joined to corruption and fraud in the suffrage.

The voters of the Union who make and unmake constitutions, and upon whose will hang the destinies of our governments, can transmit their supreme authority to no successors save the coming generation of voters, who are the sole heirs of sovereign power. If that generation comes to its inheritance blinded by ignorance and corrupted by vice, the fall of the Republic will be certain and remediless.

The census has already sounded the alarm in the appalling figures which mark how dangerously high the tide of illiteracy has risen among our voters and their children.

To the South this question is of supreme importance. But the responsibility for the existence of slavery did not rest upon the South alone. The Nation itself is responsible for the extension of the suffrage, and is under special obligations to aid in removing the illiteracy which it has added to the voting population.

For the North and South alike there is but one remedy. All the constitutional power of the Nation and of the State, and all the volunteer forces of the people should be summoned, to meet the danger by the strong influence of universal education."

WE are glad to hear that *The Present Age* has secured Hon. J. H. Smart for a series of papers on "The Essential Doctrines of the School." He will also furnish a series of articles on Supervision, particularly County Supervision. The several topics of this series will be:

1. The Right and the Duty of the State to Supervise Schools.
2. The Scope of the Supervision of the State.
3. The Purpose of School Supervision.
4. The Value of School Supervision.

The Examination of Teachers; its Purpose and its Methods.

Prof. Smart's most progressive administration for six years of the of-

fice of State Superintendent of Public Instruction for Indiana, has peculiarly fitted him to treat these subjects in a masterly manner, and his last annual report stands very near the head of its class.

SEND FOR IT.

WE hope every teacher who reads this will send to Hon. H. W. Blair, United States Senator from New Hampshire, for the full text of his bill to aid in the establishment and temporary support of common schools. The following will indicate its scope:

Be it enacted, etc.:

That for ten years next after the passage of this act there shall be annually appropriated from the money in the treasury the following sums, to-wit: The first year the sum of fifteen millions of dollars, the second year the sum of fourteen millions of dollars, the third year the sum of thirteen millions of dollars, and thereafter a sum diminished one million of dollars yearly from the sum last appropriated until ten annual appropriations shall have been made, when all appropriations under this act shall cease; which several sums shall be expended to secure the benefits of common school education to all the children living in the United States."

Every school district ought to call a meeting and petition the Senate and House of Representatives in Washington to pass this bill during this session of Congress.

HISTORY.

EMERSON says that history is the record of the works of the universal mind. Gibbon (and Voltaire) describe history as "little more than the register of the crimes, follies and misfortunes of mankind."

A somewhat poetic description found in several writers, tells us that history is philosophy, especially moral philosophy, teaching by examples.

The famous definition of Immanuel Kant, the great German philosopher, is: "History proper is the narration of the phenomena of the freedom of the will, or of human actions, of the constant evolution of the primary elements of human nature."

This is quite akin to Emerson's. The formal definition of the last edition of the *Encyclopædia Britannica* is: "History, in the most correct use of the word, means the prose narrative of past events, as probably true as the fallibility of human testimony will allow."

History deals with the facts of human action, in the organizations and relations of society and the State, re-

cognizing the unity of mankind, the permanent laws of human nature and social development, and the guidance of this development by Divine Providence toward some ideal end.

NATIONAL HELP.

HON. J. L. M. CURRY, who is well posted, says:

"To properly educate the school population of the South, would require an annual tax of \$40,000,000, and it is absurd to talk of raising it. The alternative is

NATIONAL HELP.

This is the problem overhanging all others, and closely allied to civil service reform. Free government and ignorant suffrage! It is a source of continual evil and imminent peril. The South needs help to-day. Now is the day of political solution.

Year after year, an ignorant and impoverished race is 'spawning, as it were, in prolificness and wretchedness.' Swarms of neglected children are growing up into hordes of ignorant, idle, and too often depraved, vicious, and Godless men and women. This is the danger we must meet. And there are multitudes, also, of those whose education is far below what is required for success in business, right discharge of the duties of citizenship, and true manhood and womanhood."

SCHOOL COUNSELLOR DINTER.

PROF. CALVIN E. STOWE, D. D., in 1836, made a tour in Europe. He was then a professor in Lane Seminary, Ohio. The General Assembly of Ohio, through Gov. Lucas, requested Prof. Stowe "to collect facts and information in regard to systems of public instruction and education" in Europe.

His report was printed in 1839. It is entitled, "Common Schools and Teachers' Seminaries." It gives, on page 123, a short biography of School Counsellor Dinter, which is a very valuable and inspiring sketch, and which deserves to be brought afresh to the new generation of teachers now controlling American schools.

G. F. Dinter first distinguished himself as principal of a teachers' seminary in Saxony. Thence he was invited by the Prussian government to the station of School Counsellor for Eastern Prussia, or General Commissioner. He spent about 90 days each year in visiting the schools. He was incessantly employed 13 hours a day for the rest of his time, in the active duties of his office. He lived unmarried, to devote himself the more exclusively to his work. His laborious occupations prevented him from writing as much as he wished for the public. He lectured several

times a week in the University of Koenigsberg, where he resided. He superintended the education of a number of indigent boys, to whom, though poor himself, he gave their board and clothing.

When this report was made he was 80 years old.

Dinter has made it his rule to spend the whole of every Wednesday afternoon, and if possible, one whole day in the week besides, in writing for the press. Though nearly forty years old before he became an author, he has contrived to publish more than sixty original works, some of them extending to several volumes, and all of them popular. Thirty thousand copies of his large work, the *School Teacher's Bible*, in nine volumes, 8vo, were sold in ten years.

A few such men in the United States would effect a wonderful change in the tone of our educational efforts.

One such man in every State and Territory! What a noble inspiration it would be! Commissioner, or Superintendent, or Principal of Normal School or of High School,—one, at least, in every state, should emulate Dinter's grand career in regard to enthusiasm, effectiveness and method.

It is a noble ambition. Patriotism demands it. The highest interests of the State demand it. As for the requisites, the talent, the education, the time, the open field, the facilities, many a man and woman is amply endowed and equipped. It needs only the will to do it.

If every prominent educator will carefully examine his sphere of duties and privileges and just responsibilities; if the most prominent and efficient teacher in every State will thus fulfil duty, even by transcending all technical requirements, and will put himself with all zeal and energy into the vanguard of enlightened progress; if he will husband the spare time as a good steward, will influence public opinion by his pen, this year and henceforth, by the columns of the press and various other means, the effects will be to kindle up a glow of enthusiasm and victorious energy like the war-song of the Greeks or the Marseillaise of the French, that would carry the whole host upward and onward in triumph everywhere, over the ramparts of ignorance and vice and crime.

The new year ought to be a year of magnificent conquests. Such apparatus, school houses, colleges, normal school buildings—such vast outlays of money, millions on millions already invested, and more yet to be invested—such a large army of honorable, conscientious and well-trained

teachers; all these are our unrivaled resources.

Now, if the leaders will only dare and plan and do as nobly as befits themselves, their fellow men and their God, they shall have a manifold reward.

A DIFFERENT OPINION.

BY ANNA C. BRACKETT.

THE following quotation is from the *New England Journal of Education*:

"SUPERVISORY COURTESIES. — We should always rap at the door, give the teacher a warm shake of the hand, and detain her a moment in friendly conversation. This will give her confidence to go on with her work, and may save her much embarrassment."

It is from a county superintendent in a western State, and we naturally suppose that it is endorsed by the paper in whose columns it appears. It seems to me from my point of observation as a teacher, to embody an entirely wrong view of the relation between superintendent and teacher.

To begin with, a public school room is not the property of the teacher who happens to have charge of it and the children in it. It is public property, and every citizen, whether superintendent or not, has an undoubted right to enter it at any hour, without asking for admittance, just as he would enter his own room, which it in reality is.

He does not rap and expect some one to open the door for him when he enters a court room, or the postoffice, or the town meeting. Why should he expect to be waited on in any public room any more than at those places?

But secondly, it is fair to suppose that both pupils and teacher are busy, at whatever time he may come, and nothing is more sure to startle every pupil from his attention to his work than a rap upon the door.

So far for the pupils. Now, as to the teacher. If she is the teacher she ought to be she is busily at work, every faculty concentrated on the task in hand; perhaps just in the midst of an explanation, perhaps illustrating with chalk in hand. If she is the teacher she ought to be, she has established between the class and herself a current of mental action and interaction. Now comes the rap, and somebody is waiting to be admitted. She must stop her work, lay down her apparatus, go to the door and open it, and while she is "detained a moment in friendly conversation" the golden minutes of the recitation hour are passing away. The chain of reasoning has been broken, the attention of the pupils distracted, all the glow and heat of the work lost. It is with an

effort on the part of both pupils and teacher that the work is taken up again, and the rest of that recitation is pretty nearly good for nothing.

Now let us suppose that the supervisor, who is theoretically at any rate anxious to see really what the school and teacher are doing, had quietly opened the door, and, entering quietly, had seated himself. If he be not heard by the teacher so much the better, both for her and for him. If the children who are not reciting have noticed him his entrance is too frequent an occurrence to excite any attention, and they go on with their occupations. If the teacher is aware of his presence she recognizes him by a bow and goes on with her explanation or work.

Nobody has been disturbed, and the supervisor has the opportunity, which all supervisors most earnestly desire, to judge exactly of the condition of the school and the success of the teacher without attracting any notice to himself.

Suppose that in a hospital the head surgeon should feel it his duty to rap at the door of the operating room before entering to observe the work of the younger surgeons, and suppose that the operator must leave his saw half through the bone and go to open the door, well aware that "Supervisory Courtesy" would not otherwise permit his superior to enter. The illustration may seem forced, but it is not so to the real teacher.

What is wanted in all intercourse of supervisors and teachers, is a little more honesty and a little more common sense, and the courtesy will take care of itself. The teachers need sorely to be assured that the supervisor will not say one thing to their face and another thing behind their backs in the committee room or on the pages of a private blue book; and the supervisor wants to know that the teacher is trying honestly to win his good opinion and not to flatter it out of him. There are few teachers who are not willing to be told their professional faults, and who are not ready to receive suggestions from a supervisor qualified to give them.

Here is where the true kindness and courtesy come in on the supervisor's part, and here is where the teacher will appreciate them much more than in the formal rap at the door and the being detained from her work by "friendly conversation" at an ill-chosen time.

The fallacy which underlies the above statement of our well-meaning but mistaken county superintendent, is the fallacy so common of confounding the relations and demands of society and of business. In the school room the supervisor is the superior officer and the teacher the inferior.

He should not therefore hesitate to enter the room, as if he had no right there. It is more his room than it is her's. Then again they are both in that room in virtue of their duties there; her's to carry on the work "without haste without rest;" his, to observe and criticize that work while in progress. It is no time for compliments or for "friendly conversation."

Again and again I say, what the teachers, as a body want and ask for, is only intelligent criticism and help, and fair and above-board dealing. They will improve if the public will give them competent supervisors and if these supervisors will honestly tell them their faults and excellencies.

Where a teacher is found who is an exception to this statement, she is just the one the ideal supervisor is looking for, that she be advised to turn her attention to some other work than teaching.

Courtesy is a beautiful thing, but between officials the courtesy which deserves the name, is only another word, on the one side for square and fair dealing, and honest, intelligent criticism—and on the other, for unswerving devotion to well-understood duty.

Let us have a little more courtesy, but let it be the real hard, solid wood, and not a miserable veneer.

FREE KINDERGARTENS.

THE Kindergarten idea may be defined as the idea so beautifully worded in Christ's invitation to children: "Suffer little children to come unto me and forbid them not, for of such is the kingdom of heaven."

Of such, indeed, and unworthy as the material often seems, debased by evil influences that date back even before the hour of birth, the welcome of Christ is extended to all. With us he pleads, who are far too neglectful of the welfare of the slighted and wronged little ones in our midst—suffer the little ones to come to me, and upon us be the punishment if we, having the power, do not aid them to come.

The need of free kindergartens in our towns is becoming yearly more apparent, and it is a source of congratulation that generous men and women are everywhere responding to this need. It is a source of congratulation, too, that those who are most active in the work do not fail to perceive how largely moral teaching must enter into this kindergarten work.

Now, the primary idea of the kindergarten, as evolved by Froebel was to give the teaching of morals the most important place. His plan was to aid the child, through nature, to

reach out and grasp the idea of God and of moral responsibility.

Could we have a whole generation thoroughly taught in their infancy, after Froebel's plan, their maturity would be the dawn of a millenium. This teaching, cultivating all pure emotions, appealing to the germ of goodness that exists in every infant's breast until contact with the vile world has destroyed it, is especially effective upon the plastic material of the young nature. It lays the foundation of noble characters in the most impressible as well as the earliest period of life. It takes the child out of corrupt influences and surrounds him with good ones.

Children from the age of one to six years are keenly susceptible to the influence of their surroundings, and these surroundings among the poor are so evil, that, given the usual parental neglect, not to say wickedness and evil habits, and the wonder is not that they are so bad but that they are not worse.

And it seems to us that the kindergarten idea is needed in this country more than any other, in every rank of life. In no other land has the parental neglect and irresponsibility so prevalent among our well-to-do classes, been so much.

While the children of the poor become utterly corrupt and lawless through their street education, the children of the rich become self-willed and self-indulgent in the pampered plenty of their homes. In both cases the kindergarten is needed to save the children from themselves as well as their circumstances, and to substitute for unchecked and debased impulse a rational, intelligent self-control.

What shall we do?

While the scientists are measuring craniums, the girls are proving their intellectual equality in two hundred American colleges established on the principle of co-education. They are taking first-class honors in England, in Oxford, Cambridge and London Universities. Oberlin settled that question for America forty-five years ago. The example has been followed by Cornell, and Boston, and Johns Hopkins, and Wesleyan, and Bates, and the Institute of Technology, and the State Universities of Maine, Vermont, Indiana, Illinois, Michigan, Missouri, Wisconsin, Iowa, Minnesota, Kansas, California, etc.

Colleges exclusively for young men are already the exceptions. A majority of the teachers of our schools are women.

ALL matter intended for publication must be in the hands of the printer by the 15th of the month previous to date of issue.

METHODS OF DISCIPLINE.

WE present the following selections from the able and interesting address delivered by Prof. Ingless of Greenville, before the Southern Illinois Teachers' Association, at its meeting in Flora. We regret we cannot afford space for the whole of it. Prof. Ingless said:

"The children in our public schools are the children of the State, who are placed there by authority of the State, to be properly fitted for the duties of future citizenship. To fill up the true measure of discipline, therefore, the teacher must mold the character of the child into a symmetrical manhood, that the State may not be disappointed.

To be more explicit, I remark that the development of character is the chief work of the true teacher. This is manifestly done through what we are pleased to style discipline. And before we enter upon a discussion of the "Methods of Discipline" let us examine this idea of character development.

Character is a creature of steady growth. The training I desire to discuss at this time, is that which has in view the formation of good habits. The building of a noble manhood. This kind of teaching is more difficult to attain, but when attained is more prolific of good results; its fruits are more delicious, last through a longer season, and are more invigorating in growth of the taught; and they return a ten-fold greater reward to the faithful teacher.

Such teaching grasps the entire being, physical, intellectual, moral, social. In the language of another, "It supplants the knowing with doing." It pertains to the repetition of good thoughts, feelings and actions, until they become agreeable and pleasing instead of irksome.

It is well to know what to do and how to do it; but it is quite a different thing to do what we know. Too many teachers fail right here: we know our duty and do it not, and as a consequence receive the promised stripes.

To teach the youth of our land to know, and not to press home the obligation of doing rightly what they know, is but to augment their capacity for evil, if it does not produce a corresponding action.

Every step of the teacher in this habit instruction, this character building, should be supplemented by action, living example.

The first and perhaps the most important element in school government as well as all other governments,

IS SYSTEM.

There can be no good government without it. System is made up of

three truly essential factors: time, place, method. There must be a time for everything to be done, a place for everything to be put, and method in doing and arranging all the work of the school room.

Through our perfect system of telegraphy, the dumb iron is made to utter sounds, and continue converse with continents. By our system of time-tables we may seat ourselves in a Pullman palace and be hurried across the continent without a single break in connections. Everywhere is systematic business; every person must be busy if he would thrive. Business moves by the puff of the steamer or the rhythm of the rail.

Napoleon once said to his officers, "Give your men plenty to eat and plenty to do and you will find little difficulty in governing them."

Baldwin remarks, "Law is but the expression of will. In all ages it has been the iron will that has mastered the world. Will may be termed decision of character, persistency of purpose. The law of the school—its rule of action—should be stamped on the personality of all connected with it. Law pervades the universe. The child should be made to know law, to love law, to sustain law."

The teacher should possess an iron will, tempered with kindness; his requirements should not be without reason; and his penalties for non-conformity to his wishes should be certain. A vacillating system of school government will undermine the fabric of any nation that depends upon the statesmanship of students educated in such schools, under the training of such types of the profession.

Obstinacy in carrying a point, whether right or wrong, or, as is too often the case, because the teacher has not the true manliness to acknowledge his error, in being hasty in action, is not, it cannot be true firmness. It is the attribute of a tyrant.

To the Teachers of Illinois.

DEPARTMENT SCIENTIFIC TEMP. EDUCATION }
Illinois Woman's Christian Tem. Union. }

Dear Friends:

Allow me on behalf of the Educational Department for the Illinois Woman's Christian Temperance Union, to call your attention to Scientific Temperance, a very encouraging and recently developed branch of Education. The department of work representing this science was created by the National Woman's Christian Temperance Union, at Boston, Oct., 1880. This work is national in its scope and character, and will be vigorously pushed in all the States, from Maine to California. Petitions are to be presented to the various legislatures in session, requesting them

"to enact laws requiring instruction in the nature of Alcohol and its effects on the human tissues, brain and character; to be given in all schools supported by public money or under State control."

In view of the fact that the parents of Illinois are soon to demand higher qualifications of the teachers of to-day, and in view of the fact that they expect them to take progressive and more advanced ground on the subject of scientific temperance education, the Woman's Christian Temperance Union of Illinois asks you to inform yourself on this very necessary branch of education, that you may be ready to meet this very reasonable demand from the parents; for rest assured the demand for this kind of instruction will come.

We also ask you to use these books in your school just as far as you have a right so to do. You can give from two to three oral lessons per week, under general exercises, or in connection with Physiology, or, with the permission of your school board, you can use the books as a regular study. This appeal is not made to some other teacher, but is a personal appeal to you to enter upon "a work which no other can do."

If you are willing to investigate this branch of education and inform yourself as to the scientific principles involved, please send your name and postoffice address to me, that we may be assured of your sympathy, and know where to address you with statistics, literature, etc.

Very Respectfully,

Mrs. E. P. MOFFITT,
State Supt. Educational Dep't.
MONTICELLO, Piatt County, Ill.

THE LITTLE ONES.

WHAT! The best teachers for the youngest?

Yes, that is about the way to put it. We have been in the habit of supposing that the larger pupils or upper departments in our schools must, as a matter of course, have the most experienced and best educated and trained teachers.

The little ones can almost take care of themselves. Or, forsooth, these can get along with one of the larger, undergraduate pupils, as teacher, for an indefinite period without any serious detriment!

If an applicant for a situation passes a poor examination, you may hear: "O, she will do for a primary teacher. These little folks don't know much. I guess she can keep ahead of them."

Now we suggest that school boards reverse the thing, and demand that the best shall take the primary department, instead of the worst teachers. I do not propose to give many

reasons for such a wise change in sentiment and action. I simply say that if poor teachers are to be employed, they should go into some other than the primary department. Poor teaching, poor discipline, in the lowest departments, will surely leave hard work for the teacher in the next grade. As the primary teacher does, so it will be expected the teacher next above will do. If the standard has been low in the former, it will be low in the latter, for it is hard to change standards.

In general terms, the age of the primary pupils is the impressionable one. What they get in their department, they will be likely to carry through school days. If there is awkwardness and a lack of culture on the part of the teacher, whence will come grace of manner to the child? There should be drill in gymnastics, in an indefinable behavior which can come from no other source than a self-governed, truly accomplished teacher!

Learning to talk properly is a far more important thing in a primary school than learning to "read," as that term is usually understood. But how shall the child learn to talk, if the preceptor is not sufficiently educated to know how to talk, using not merely correct language but proper inflection, modulation and articulation?

In short, the primary teacher must know whereof she speaks. She must be a fountain herself; must not merely "guess" at the proper course and conclusions when standing as the semi-divinity before those susceptible young minds; but she should be fresh from the fields of observation, should have imbibed a more than Parnassian inspiration! She should, in imagination, see before her, as she enters the school-room, the future fathers and mothers of the Nation, who are soon to be what she teaches them that hour and day to be.

Many things are to be learned there in the primary, which it will be too late to learn in the higher departments. Those children are as the clay in the hands of the potter.

Fortunate then is it for those little ones who have had a true and accomplished artist for their model at this formative period.

This leads us to the kindergarten idea, and our schools are indirectly feeling the benefits of Froebel's system. Let us then do the best we can for the youngest, and leave possible neglect for a later day. Cruelty to childhood in any form, is horrible to contemplate.

The great Master of all, said: "Inasmuch as ye have done it unto the least of these, ye have done it unto me."

Let the little ones have the best teachers, and if there are no good ones left, let the children "graduate" then and there, as they leave the primary school.

E. N. A.

SOCIAL CALLS.

THIS is the time for good resolutions and good deeds. It is the very best time to take a new start in school matters. It is a splendid time for teachers to take a new departure, as when an army makes a change of base.

To narrow these prefatory truths down to the only one we have named above—the

SOCIAL CALLS,

we beg leave to propose to all energetic and earnest teachers a system of very pleasant and very valuable calls; to be made at any suitable time during the new year, 1882.

1. Call where it is most needed; on the parents of the unusual or non-descript children—unusual for merit or demerit; unusual for good habits or for bad habits; for energy or dullness; for eccentricities of any kind that deviate from the tide-level of school movements or that clash with the concert-pitch of harmony and concord.

Go for the exceptions and extremes. The rest will do very well with less of this care, as they do not need much—the golden mean of pretty good children, that generally try to do about right at home and in school, like the main body of a flock, like the state of a human body in ordinary health, or like the body politic of any tranquil community. The truants, the rogues, the idlers, the dullards, the fretters, the purse-proud, the poverty-stricken, the bully, the coward, the cynic,—oh, how many others. All such need one call or more than one, to secure your object. Go till you gain the parents to co-operate intelligently, strongly and steadily with you.

2. Call where it may not be expected, and perhaps, all the more welcome. Talent and character and taste and learning and refinement and energy do not depend on dollars and cents,—but society does in many places.

The good teachers will utterly ignore all social whims, and will mentally reorganize or reconstruct society according to the ideas of the All-seeing God, placing and ranking the highest and the nearest to Him the best people of the district, and ranking as lowest the most ungodly and brutal,—all, of course, in the most prudent and silent manner—but as habitually and carefully as conscience does its duty.

3. Call where it is particularly

asked or invited. This may not happen often,—but it may and will come oftener in proportion as you are found by the best people to be doing a good work in a kind way. Like a young physician, you will gain in proportion to the success you achieve. Cure one very bad case or hard case, and you will be called in to prescribe for others in like state.

4. Call at the right time, as arranged beforehand, and a time mutually convenient, so that no time may be lost in dispatching the business as well and as soon as possible. All the preparations of house and parents and children can be completed, and your arrival may be as welcome an event as the visit of the best friend.

Richard Baxter's book, "The Reformed Pastor," gives full advice for pastoral visits.

You are teacher, and are a sort of overseer or bishop of your flock. Cultivate your diocese, or it will run to weeds. Nobody else will fulfill your pastoral duties. If you are faithful, the benefits will flow and increase far beyond the last "syllable of recorded time," beyond the Day of Judgment.

5. Call when you are in your best mood—if you do not always keep in it—happiest, most hopeful, sympathetic, enthusiastic.

6. Call on others to escape too much of yourself. Obey the Golden Rule in this line of thought. You must "stump it," like Douglas and Lincoln, or you will live on unknowing and unknown; to your pupils, if they see only the school side of you, and think you a sort of silhouette; to the families who send to you, if they see you only once a week, at church, and know you by mixed hearsay.

There are great reservoirs of courage, and will, and power, and faith, and prayer, for you to replenish your failing heart, if you go out among your parishioners.

You are drying up in self-distrust and despondency? Go and hear the thanks of glad mothers.

You feel deserted and single-handed? Visit the families, and your eyes will be opened to see a regiment of powerful helpers,—helping during all hours of the twenty-four, while you are working only six or seven. The vast majority is already quite disposed to back you.

7. Call, if you have no such habit, expressly to test the value of it, as endorsed emphatically by teachers of the ripest experience, the finest attainments, and the maturest skill—and endorsed unanimously. If your courage fails, write cordial notes, as you would talk to the mother. Invite her to come to the school room.

She will invite you in return. The way will be opened. Your only feelings will be wonder and delight—wonder that you never tried the power of it earlier, and delight with the results; as when one first uses the telescope and the microscope; or as the Queen of Sheba when she saw the works of Solomon. L. W. HART.

WHEN you read the statistics in Senator Blair's bill on common schools, the amount asked for does not seem large. We can afford to educate, cost what it will! but we cannot afford to carry the burden of illiteracy, as revealed in this bill.

THE NEW SUPERINTENDENT.

THE Des Moines Register pays the following tribute to the outgoing and incoming State Superintendent of Public Instruction in Iowa:

"The new State Superintendent of Public Instruction, Hon. J. W. Akers, has taken possession of his office, and started out in official life in a flattering way. The State has large expectation as to his ability and usefulness, and is not liable to be disappointed.

The retiring Superintendent, Prof. Von Coelln, has made a fine record and done a good work, a better work than the State has generally accredited him with doing, and it has been pretty cordial in its feeling toward him, too. He has, with all the thoroughness and devotion of a scholar's mind and ambition, sought to broaden and strengthen the foundations of our noble school system, and also to fashion into more symmetrical perfection the course of higher education. He has done a good work, the effects of which will be felt for a long time, in bringing the public schools and colleges into more harmonious relations, which was a consummation greatly to be desired.

Prof. Akers has selected for his first assistant Geo. H. Nicholas of Floyd county, and for his second assistant A. B. Billington of Linn county. These are accounted good selections, and the teachers of the State and the people generally may congratulate themselves that the business of the Superintendent's office will be promptly and accurately done in the future, as it has in the past. The school interests of the State are evidently to be carefully looked after by the incoming administration."

Lydia E. Pinkham's Vegetable Compound is a remarkable remedy for all those painful complaints and weaknesses so common to our best female population. Send to Mrs. Lydia E. Pinkham, 233 Western Avenue, Lynn, Mass., for pamphlets.

Coughs and Colds are often overlooked. A continuance for any length of time causes irritation of the Lungs or some chronic throat disease. Brown's Bronchial Troches are an effectual Cough Remedy.

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Now comprises 18 separate works from the Scripture, the Pocket Classical, and the Pocket Historical, at 75 cents each, to the Comprehensive in folio at \$25. Of this last the London Times says:

"Characterized by fullness of information and excellence of workmanship. The maps are exceptionally clear."

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TENNESSEE American Journal of Education.

IMPORTANT.

TO the school officers and teachers of Tennessee we are glad to present the following

ENDORSEMENTS

of this journal:

OFFICE STATE SUPT. OF PUBLIC SCHOOLS,
NASHVILLE, TENN., July, 1880.

I can cheerfully commend the *American Journal of Education* to the patronage of Tennessee teachers, superintendents and tax-payers, not only because of its general ability, spirit and usefulness, but because it gives more attention and space to notices of our own schools and of educational movements in our own State than any other journal. The Tennessee (special) editor understands our wants and does not neglect them. LEON TROUSDALE,
State Supt.

A PRACTICAL METHOD.

THE following suggestions we clip from the *Indiana School Journal*:

"I had the pleasure, not long since, of visiting a school which had quite a local reputation for thoroughness and good government.

The carpet on the floor, the pictures on the wall, and the organ in front of us, raised this thought in my mind; How much like home a school room may be made to appear! And how much better it is, since much of the life of the child is to be spent in the school room, that it be made attractive and home-like, when it can be done with so little trouble and expense. It is

THE TEACHER'S DUTY

to see to these things as much as any other department of school work. I have visited school rooms when the sight of the bare, dingy walls, and empty room made me shudder. It was enough to chill every tender and aesthetic impulse in the child's nature.

School teaching is more than storing the mind with facts. It were far better for the child if his nobler nature be cared for and developed, and he be taught to love the good and the beautiful.

What a child comes to be or to do in this world depends a great deal more on his shaping by teaching and the influences that surround him than on his original characteristics and possibilities.

A large class in geography was ready to recite, and the principal topics for recitation were longitude and latitude, their measurements and application. On the desk before the class was placed

A LARGE GLOBE,

and the teacher began the work by calling for the definitions. These were recited promptly, and every one was illustrated by the pupil from the globe.

It was especially pleasing to see them stand before the class and visitors and explain how to find the longitude and latitude of places, and do it with as much confidence as is exhibited by many teachers while handling this subject. The work of the text-book, although so neatly recited, was not the extent of the work done. The teacher had a supply of problems on every phase of the subject, which were solved so readily that one could easily see that the pupils had mastered the subject. At one time several pupils were at

THE BLACKBOARD

solving problems in longitude and time, and if any one had happened in at this moment, he could not have told whether this was a geography or an arithmetic class. It was certainly a practical method of presenting the subject, and judging from the alacrity with which they did the work it was a valuable one.

ARKANSAS.

FROM the able report of the Peabody Education Fund we gather the following encouraging facts:

"In 1880 the school population, between the ages of six and 21, was 255,286. There were 3,100 public schools, and the attendance did not fall below 125,000.

In villages and towns the school session was from six to nine months. The State school fund was \$188,570. With what was derived from local taxation, the Superintendent thinks \$500,000 were expended on public schools, and hopes for \$700,000 this year.

The constitution unwisely forbids the levy of a local tax of more than five mills, and this inhibition "cripples the enterprise and liberality of districts fighting the nightmare of inadequate revenues."

COUNTY SUPERVISION

is the most pressing need, and the Superintendent is urging hopefully a more intelligent and efficient local management of school affairs.

I do not think it would be wise to disturb the framework of the present law. It is better to endure some defects than to take the risk of legislating upon so grave a matter. A school system is not made: it is a growth. More difficulties can be educated away than can be legislated away. Time and a vigorous

POPULAR INTEREST

are necessary to mature a school system.

Close observers say they have no

where found so wakeful an interest and so many gratifying evidences of solid growth. Each year widens and heightens the educational horizon, diminishes the apathy and opposition that were once so formidable, gives the free school system a warmer place in the appreciation and confidence of the people.

Public journals co-operate cheerfully; politicians and business men are zealous in their advocacy of public education. The genuineness of the interest in free education is shown in building and furnishing better school houses and making more liberal provision for the education of the masses. The plan of supplementing the public revenues by private subscription for the purpose of lengthening the school term is becoming quite popular.

The school system is in a formative state. There are obstacles to be overcome, and it will require years of patient labor to do it. The encouraging feature is, that hostility and indifference are giving way all along the line, and all honest work is effective.

It would be very unjust not to say that the tireless zeal and activity of the Superintendent, Hon. James L. Denton, have wrought this beneficial change in Arkansas. His eloquent appeals and able discussions kindle, wherever he goes, a responsive interest and enthusiasm.

"The Normal District Institutes have been a success. They have not been confined to places easily accessible, but have, in a number of instances, been held in towns and villages remote from railroads and navigable rivers.

An idea may be formed of the proportions these educational meetings have assumed, when it is stated that the largest halls in the State have been filled with eager and sympathizing audiences. The Institutes exert a powerful influence on public sentiment, put both teachers and people in motion, and give life and vigor to the school system."

IOWA.

THIS is the sort of work which is being done in Iowa for 1882:

"We extend to you our right hand at the opening of this new year, and wish you the best of success in your work as a teacher.

To be successful requires work—hard work, and I hope to find you even more willing to work during the coming two years than you have been the past two.

It certainly is, or ought to be, your most earnest desire to place

MITCHELL COUNTY

ahead of every other county in the

State in the superiority of its schools. As a step towards this, the required standing for certificates from and after this date will be 95 per cent., 90 per cent., and 85 per cent. for first, second and third grades, respectively. This cannot fail to meet with the hearty approval of every zealous teacher.

To assist you in securing as high a standard as possible, Institute Associations will be held monthly at the following places: Osage, Orchard, New Haven, Riceville, Stacyville, St. Ansgar, Mitchell and Rock Creek. A course of study will be closely pursued and lessons prepared between meetings.

Each teacher in the county is expected to attend every meeting in some one district. A complete report of each meeting will be made to this office and the same entered upon the books.

The first meetings will be held Jan. 7, 1882, at 10 o'clock a. m., the place being the respective school houses at the above named places.

Please return the inclosed card before Jan. 2, stating thereon in which district you wish to belong.

Very truly yours,

ED. M. RANDS, County Supt.

INDIANA.

PROF. GEO. P. BROWN, in the *Indiana School Journal*, makes the following wise suggestions on the qualifications requisite to secure a certificate:

"The State provides that all persons employed to teach in the common schools shall first obtain a certificate from the county superintendent that they possess the requisite qualifications. The purpose of this enactment is evident.

In order that these qualifications shall be possessed by all teachers, and that no one who is unworthy shall be permitted to assume the responsible duties of teacher, a minimum standard of scholarship and professional knowledge is fixed by law.

Section 34 of the school law provides that the 'school examiner [superintendent] shall examine all applicants for license to teach, and if, from the ratio of correct answers and other evidence disclosed by the examination, the applicant is found to possess a knowledge which is sufficient, in the estimation of the examiner, to enable such applicant successfully to teach in the common schools of the State orthography, reading, writing, arithmetic, geography, English grammar, physiology, and the history of the United States, and to govern the school, said examiner shall license said applicant,' etc.

Section 147 provides further, that in addition to the above branches of

learning, good behavior shall be taught in all the common schools of the State.

In fixing the qualifications of the teacher the law can do no more than declare what shall be the subjects which said teacher shall be qualified to teach. The degree of the qualification which the teacher must have is left to the discretion of the superintendent. If 'in his estimation' it is sufficient, then it is sufficient in law.

The law does not state that a knowledge of the different branches of learning entitles the applicant to a license. He may have a thorough and exhaustive knowledge of each one of them, and yet not possess that knowledge which the law requires. Scholarship only does not meet the demands of the law. Knowledge of the subjects named is involved in the knowledge which the law demands, but it is not that knowledge.

The applicant must have 'a knowledge sufficient to enable him successfully to teach' these subjects. This is a very different thing from scholastic knowledge. This kind of knowledge is termed professional in order to distinguish it from that which is merely scholastic, and which is possessed by all intelligent persons in every vocation. Unless the applicant possesses sufficient professional knowledge to satisfy the examiner that he can teach successfully what the law contemplates, then he is not entitled to a license, though upon examination as to his scholarship, he should receive a hundred per cent.

DON'T TOUCH IT.

TOBACCO. Why? Because of its injurious effects upon the brain.

Once, when Horace Greeley was asked whether in his opinion tobacco affected the brain, he answered, "No, never; for a man with brains never uses tobacco." On another occasion he described a cigar as being "a roll of tobacco about five inches long, with fire at one end and a fool at the other."

But Mr. Greeley was an extremist on the use of tobacco. This journal (*Indiana School Journal*, from which we take this article) is not an extremist, and has never advocated what could be called fanatical views on this subject, and so its words are worthy of careful consideration.

Within a few years past a great deal of careful study and investigation have been devoted to the subject with the following conclusions:

1. Among all the

LEADING MEDICAL MEN

who have made investigations there is a unanimous opinion that the use of tobacco is injurious to the health of boys. It affects the growing tis-

ues of the body and undermines the nervous system. While there is a difference of opinion as to its effects upon men whose bodies have ceased growing, there is no question but that it is injurious to boys. Most of the authority goes to prove that as a rule it is injurious to men also, but not to the same degree.

Not long ago extensive inquiry was made in European schools, notably in France, as to how the use of tobacco affected the class standing of students, and it was learned that, without exception, the average standing of those who did not use tobacco was higher than that of those who did use it. And further, it was found that the standard of those who used it moderately was higher than those who used it excessively. A single instance would not establish a rule, but the number of cases investigated and the uniform result, makes it certain that the use of tobacco does

INJURE THE BRAIN.

Recently the use of tobacco has been abolished in the naval academy at Annapolis, Md., on the grounds that it is detrimental to the best physical development and the most vigorous mental work. This rule was made after the fullest investigation, and upon the highest medical authority in the land.

All this goes to prove that an important duty of the teacher is to train boys so that they will not contract the habit of using tobacco. Forty-nine boys out of every fifty begin the use of "the weed" because they think it manly; they see men using it, and they simply imitate them and think it a manly practice. If teachers will make boys understand and believe that the use of tobacco is not necessary to gentility—that they can be just as truly gentlemen without it—that they will be men just as soon, and be just as much respected, the probability, the certainty is that but few boys will ever acquire the habit.

The great cost, the inconvenience, the uncleanness of the habit, are arguments for adults; but the thing that will influence boys most is to make them believe that they can be just as manly without its use as with it.

As the teacher is necessarily an example for the pupils, the question arises, should a teacher use tobacco?

Each teacher may answer this for himself.

We do not touch it.

The value of life consists in greatest good to greatest number. No one standing alone with just the interest of his selfish self at heart, can be as strong as when he stands with the multitude of right doers.

A person in earnest finds means, or if he cannot find, he creates them. A vigorous purpose makes much out of little, breathes power into weak instruments, and disarms difficulties, often turning them into assistances.

"I count this thing to be grandly true:

That a noble deed is a step toward God—
Lifting the soul from the common clod
To a purer air and a broader view."

TEXAS.

THE school population, between the ages of eight and 14, is 266,709, the colored being about one-third. In 1880 there were nearly 6,000 schools, averaging the lamentably short session of 73 days.

The sum of \$717,727 was expended for educational purposes. The provision made for the future education of Texans is magnificent, says Dr. J. L. M. Curry, general agent of the Peabody Education Fund, in his report to the Trustees, from which we clip these facts.

In 1839 three leagues of land, 13,284 acres, were given to each county for the support of free schools. The next year this was increased to 17,712 acres. These county school lands aggregate 2,833,920 acres.

Thirty years ago the State set apart \$2,000,000 as a permanent school fund, and it amounts now to \$3,500,000 in the treasury, the interest being used for the support of free schools. The constitution last adopted reaffirmed all that had been given to schools, and reserved for them the alternate sections retained by the State in grants made to railroads. Thus 50,000,000 acres of land were added to the free school dowry.

The Texas University has an endowment of 1,221,400 acres. The lands thus assigned for education make an immense aggregate of 54,055,320 acres. Besides these acres, the constitution sets apart not more than one-fourth of the general revenues of the State for the support of common schools.

Contemplating the area of Texas, its rapidly growing population, mineral and agricultural productiveness, grazing capabilities, railroads intersecting all portions, penetrating Mexico and reaching the Pacific, the mind staggers at the possibilities of the future. The school fund, rightly administered and helped by judicious legislation, gives the State a vantage ground which is the prophecy and the assurance of the most prosperous civilization.

If this imperial possession be husbanded and wisely applied to universal education, the benefits may be perpetuated from generation to generation in ever multiplying ratio and ever increasing good.

The school law needs some material modifications, so as to secure efficient supervision of the schools, a longer duration of sessions, advance of the maximum of the school age, and to bring the educational system into completer harmony with what time and experience have demonstrated to be essential in other States.

The last Legislature took steps for the organization and opening of a University, with free tuition, for both sexes. By popular vote, Austin was selected as the site for the literary branch. If the University be properly organized and the funds be wisely managed, the infant institution may, without long probation, take rank with the best and oldest.

The Sam Houston Normal College has so grown in public esteem that the Legislature increased the appropriation from \$14,000 to \$20,000. The faculty has been reorganized, Dr. J. Baldwin, for 14 years President of the Normal School at Kirksville, Mo., becoming the President. By Dr. W. T. Harris and other distinguished educators, he is highly commended as teacher and organizer. Conducting some of the summer Institutes with success, he enters upon his grave work not without popularity in the State.

The Legislature also increased the appropriation, by \$3,000, for the colored Normal Institute at Prairie View.

The newspaper is a photograph of the world for one day taken by the instantaneous process. It is a cross-section of the world's current. It is history in the making. All the motives, passions, principles, aspirations, ambitions, necessities of men, which enter into history, are seen in action as daily reflected in the newspaper. To read to-day's paper intelligently we must understand the history of the past; with this intelligent understanding we shall see in to-day's paper the seeds of future history. The newspaper is thus a summation of what has been done, and a prophecy of what is coming.

STILL THEY COME.—Prof. R. Y. Pregmore writes, under date of Jan. 21, 1882: "Please send me more 'Aids to School Discipline.' This is the second year I have been using them, and I am more than pleased with them. They give every satisfaction. No teacher should be without them."

Few complexions can bear the strong, white morning light, which exposes every speck of tan, every pimple and the slightest spotting of eczema. In Dr. Benson's Skin Cure is sure relief from the annoyance of these blemishes on the cheek of beauty.

MISSISSIPPI

American Journal of Education.

COLUMBUS, Miss., 1881.

IN taking charge of the *Mississippi Edition* of the *AMERICAN JOURNAL OF EDUCATION*, we are prompted only by a desire to contribute all in our power towards making the schools of this State more efficient. As the principal defect of the system as it now exists, is a lack of Normal Schools, of teachers' institutes, and effective local supervision, these matters will receive our most earnest attention.

We shall endeavor also to furnish such items as will keep our readers posted as to educational progress in the State, and we shall at the same time do what we can to extend in our midst the circulation of a journal which has already done and is still doing so much for the promotion of education in the South and Southwest. We also consider it more in sympathy with our public school interests, and better adapted to our wants in *Mississippi*, and the South, than any other educational journal published in the North or East.

J. M. BARROW.

SCHOOL VISITATION.

OF course our county superintendents should not only be authorized, but be compelled to visit and report upon the condition and needs of our schools.

The radical defect in our school law is its failure to provide for effective local supervision from superintendents. In States where public schools have long been in operation and the people made familiar with their workings, this local supervision is found to be indispensable to their continued success. How much more important, therefore, is it, where the schools have just been established, and the people ignorant of the mode of conducting them!

The short session of the public schools and the limited salaries renders it necessary in many cases, to employ as teachers persons of other professions, inexperienced and of limited education, who know very little of organizing, classifying, disciplining, or how to teach their schools. If, however, the superintendents were required to visit these schools and spend one or two days in each instructing and assisting the teachers, these defects would, to a great extent be remedied, and the present efficiency of the schools increased 100 per cent.

A large majority of our teachers are young men and women educated since the war. These are sent off into the country to teach, with no one to supervise or direct them, save a few illiterate trustees never before in a school house. Some of these are faithful, conscientious teachers, but

the superintendent, who never visits the schools, has no means of ascertaining who they are. At the beginning of another year, therefore, he employs alike the faithful and the unfaithful, paying all the same salaries.

The efficient teachers, receiving no reward for their faithful labors, soon become discouraged and lessen their efforts. Whereas, if the superintendents would visit their schools and see for themselves what their teachers were doing, they would be able by discontinuing the inefficient, and retaining the meritorious, giving them the most desirable positions, to add greatly to their usefulness, and at the same time elevate the standard of teaching.

Our legislators, who have given us a school system without local supervision, know well that their farms would yield them but little, did they not visit them occasionally,—and in some cases they find it necessary to employ men to see them every day—yet they think the four thousand public schools of the State can be conducted successfully without any such oversight.

All the friends of public education ask from them is, that they do for the schools what they do for their own farms. Pay the superintendents what they pay their first-class overseers, and the work done by the schools will be at least doubled. B.

MISSISSIPPI.

Editors American Journal of Education:

THE State Teachers' Association met in this city on the 27th inst. It was considered the best representative body of educators ever assembled in Mississippi on any similar occasion.

Every educational interest in the State was represented, there being in attendance teachers of the common schools, a number of the leading superintendents, principals of city schools, presidents and principals of colleges and proprietary schools of all grades. The State University and the A. and M. College were also represented by their foremost and most progressive teachers. Expressions of opinion, therefore, from such a body, may be very properly regarded as the views of the educators of the State.

Whilst minor matters received some attention, the principal subjects discussed and upon which the attention of all was centered, were Teachers' Institutes, Normal Schools, and more efficient local supervision from superintendents. These were felt to be the great needs of our school system. Especially was the importance of more effective supervision urged and emphasized.

The experience and observation of

both teachers and superintendents were to the effect that unless our country schools are visited and carefully overlooked by superintendents, they will continue to decrease in effectiveness, and ultimately become perfectly inefficient.

Upon these questions committees were appointed to memorialize the Legislature, and urge such changes in the law as shall secure for our schools better supervision and trained teachers.

The Association expressed themselves unfavorable to the establishment of a female college just at this time; thinking inasmuch as the girls were already so well provided for by private institutions, the aid which the State feels able to give should be devoted to the common schools and to the colleges it had already established; and that the maxim, "The greatest good to the greatest number," demanded that better advantages be offered to our four hundred thousand educable children, nearly two-thirds of whom cannot read or write, rather than that a few hundred girls able to pay their board and traveling expenses should be given, at the cost of the State, the higher education contemplated by such a college.

Some half dozen papers were read and discussed, but the leading thought in the minds of all seemed to be an earnest desire to improve our common schools, and if expressions from members of this Association are exponents of the views of the people, Mississippi is ready for an advance in this direction, indeed, is already moving. May the move reach our legislators, who meet here within a few days. S. W.

JACKSON, Miss., Dec. 30, 1881.

HOW IS IT?

IF a corporation had four thousand workshops, the number of schools in our State, would not every one be looked over by a man who understood the business? What would be true of workshops, ought to be true of schools.

Community has a great interest in the work turned out by the four thousand teachers paid in the State.

The highest good of the child requires that every step in his progress should be guided by the most skillful workmen.

We know that there is a great difference in teachers. Experience has proved that by a proper supervision, the standard can be raised. The best as well as the poorest can be made better.

If the efficiency of our schools could be doubled, it would be equivalent to doubling their present revenue, and to adding five months to the present term.

Let the best teachers of the State, therefore, be appointed superintendents, pay them good salaries, and require them to visit the schools, and give them their entire attention. B.

GIFTS TO EDUCATION.

LOOK at some of the larger sums individual men and women have given to education:

George Peabody.....	\$5,000,000
Johns Hopkins.....	3,000,000
Judge Asa Packer.....	2,000,000
Isaac Rich.....	2,000,000
Mrs. Valeria G. Stone.....	1,500,000
Henry F. Durant.....	1,000,000
John C. Green.....	1,000,000
Samuel Williston.....	1,000,000

While reaching up into the hundreds of thousands, we have such names as Ezra Cornell, Henry W. Sage, Jos. E. Sheffield, Arrio Pardee, Nathaniel Thayer, Judge Tappan Wentworth, W. W. Corcoran, Sophie Smith, Erastus Corning, Wm. Thaw, Thomas A. Scott, Amasa Stone of Cleveland, who has but recently given \$500,000 to an Ohio College, and Alexander Agassiz.

Such men give dignity to wealth and ennoble the possession thereof. Well has Lieber said that to "call such gifts princely, or even imperial, were simply to use a sinking figure of speech. Princes never bestow such gifts of that which is their own. May we not call it American republican munificence?" The

GIFTS TO COLLEGES,

or to some of the larger institutions, may be stated in round numbers, as follows:

Columbia, all schools.....	\$5,000,000
Harvard, all schools.....	4,000,000
Johns Hopkins.....	3,000,000
Lehigh University.....	2,000,000
Cornell.....	1,500,000
Princeton.....	1,000,000
Yale.....	1,000,000

Surely, if individuals out of their private funds can give sums like these, the United States can afford to pass the bill of Hon. Henry W. Blair to aid the South to establish and maintain her system of public schools.

WE wish that bill to appropriate money to help the public school system of the United States, by Senator Blair of New Hampshire, could be read in every school house in the land.

It would inspire both teachers and pupils with some larger ideas of the work in which they are engaged.

Can you not send to Senator Blair for a copy? We hope so.

It is sunlight from the human heart that renders true happiness; it is kind words and pleasant deeds that make the world bright and glorious.

DEFECTS AND THE REMEDY.

HON. J. M. ARNOLD, from whose masterly address we have already quoted largely, in pointing out some of the defects of the public school system of Mississippi, said:

The system as far as it goes, then, is an excellent one; but it may justly be objected that it does not go far enough, and I have no doubt but that this has resulted from fear of producing prejudice against the system by pressing it too far, and beyond the financial capacity of the people, rather than from a failure on the part of those who framed the present laws, to observe and appreciate the defects to which I shall refer.

The first defect in the system that occurs to me, is that sufficient compensation is not provided for

COUNTY SUPERINTENDENTS.

The average annual pay of county superintendents in the State now, is one hundred and eighty-one dollars and fifteen cents. Under the acts of 1873, it was one thousand and forty-four dollars. It is as much too low now, as it was too high under the law of 1873. It should be such as to secure good men, and the best men for the position; and their whole time should be devoted to the duties of the office. Faithful and intelligent

LOCAL SUPERVISION

of the schools, while the system is comparatively new, and in our condition, is absolutely necessary to their efficiency. Under the present law, county superintendents, while charged with many and important duties, are not required to visit or inspect schools. It is recognized that on their present pay, they could not do this in addition to the other duties imposed on them. It is a misnomer to call them county superintendents of education, unless they superintend the schools by visiting, inspecting, and giving them personal attention; and they cannot do this, unless they are paid for it.

THE sale of 90,000 acres of land in Mississippi, to be at once improved, attracts attention to the immense resources of this State in several directions.

There are immense belts of the best timber in the United States to be found in Mississippi. If fifty or hundred of the Portable Mulay Saw Mills, manufactured by Chandler & Taylor of Indianapolis, could be put into this timber within the next 60 days, it would prove to be a regular bonanza to the persons who had the luck and capital to inaugurate the movement.

We want to develop our own resources to a greater extent, and this

timber would find a ready cash market.

MISSISSIPPI.

AN extract from the proceedings of the Trustees of the Peabody Educational Fund, reads as follows:

"The statistics show a steady development of the educational system. For 1880, the children within the school age were 175,251 whites and 251,438 colored; of these, 112,994 white and 123,710 colored were in the public schools for an average of 74 1-2 days in the country, and 177 days in cities.

The sum of \$241,793 75 from the State, and of \$334,769 86 from county taxes, were disbursed for school purposes. A comparison with the preceding year shows an increase in children, teachers, and daily attendance.

Public sentiment in favor of free education is rapidly gaining ground, especially among the more enlightened. More efficient

LOCAL SUPERVISION

and increased means would enhance the usefulness of the schools. Teachers' Institute work was done at six points.

Though the Institutes were mainly held in sparsely settled, and probably in the most untutored portions of the State, the attendance of teachers and citizens was good, and much interest was manifested in the cause of education.

A new impetus was given at every point visited. I consider the time and money well spent. Much good will be the result. There is one colored Normal School, supported exclusively by the State, and officered entirely by colored teachers."

EDUCATION means help, and progress, and prosperity. Ignorance means vice and imbecility and poverty. We can afford to educate. We cannot afford to keep any in ignorance in this country.

Senator Blair's bill should be read by all; and those who cannot read should hear it read, and petition at once for its passage.

OVER the grave of the third President of the United States you read to-day these words: "Here was buried Thomas Jefferson, author of the Declaration of American Independence, of the statute of Virginia for religious freedom, and father of the University of Virginia."

Have you read that bill of Hon. H. W. Blair of the United States Senate, to help the public schools of the South? If not, drop him a postal card and ask him to send it to you.

MONEY FOR EDUCATION.—Edward Everett said: "Well does the example of John Harvard teach us that what is thus given away is in reality the portion best saved and longest kept. In the public trusts to which it is confided it is safe as far as anything human is safe from the vicissitudes to which all else is subject. Here neither private extravagance can squander, nor personal necessity exhaust it. Here it will not perish to the poor clay to whose natural wants it would else have been appropriated. Here, unconsumed itself, it will feed the hunger of the mind, the only thing on earth that never dies, and endure and do good for ages after the donor himself has ceased to live in aught but his benefactions."

Recent Literature.

LITERARY NOTES.—Venerated names in literature lend a peculiar interest to the contents of the midwinter number of the "Century," which will include among its contributors Ralph Waldo Emerson, H. W. Longfellow, and the late Dean Stanley. Other familiar names in the list of contributors are E. C. Stedman, W. D. Howells, Mrs. Frances Hodgson Burnett, H. H. Maurice Thompson, Frank R. Stockton, and George E. Waring, Jr.

Notwithstanding the title of Mr. Emerson's essay in the February "Century," on the Superlative, may suggest something abstruse and metaphysical, it is said that it will be found to be a practical plea for plainness and truthfulness of statement in conversation and literature. Readers who are also writers will recognize in it a valuable discourse on style.

THE 75th birthday of the poet Longfellow, which will occur on the 27th of February, will be celebrated in many schools throughout the country by readings and recitations from his writings. To all schools which propose thus to observe the occasion, Messrs. Houghton, Mifflin & Co. of Boston, the publishers of Mr. Longfellow's works, offer to send gratuitously copies of a neatly printed biographical sketch of the poet, with a fine portrait of him, and a picture of the famous and historic mansion at Cambridge in which he lives. Early application should be made, and the number required in each school stated.

Longfellow Leaflets, published by the same firm, are admirably adapted for these celebrations, and will be sent to any address, post-paid, on receipt of 50c by the publishers. For 75c they will send the Leaflets and an excellent colored lithograph of Mr. Longfellow's house.

THE "North American Review" will present in its February number, Part III. of its series of articles on the Christian Religion. It will be from the pen of George P. Fisher, the eminent professor of ecclesiastical history in the Yale Divinity School,—as thorough a scholar and as able a defender of the Christian faith as this country affords. A powerful presentation of the claims of Christianity is expected.

WYOTA, Iowa, March 17, 1881.

Messrs. S. N. Smith & Co., Proprietors.
DEAR SIR:—I have used your Wine of Tar, and have always received great benefit from it. I have been troubled with weak lungs for twenty years, and I am confident Dr. Crook's Wine of Tar saved my life.

W. L. COLE.

See advertisement in another column.

It is with pleasure that we invite attention to the "Atlantic" articles entitled Studies in the South, the first of which appeared in January, and the second is in the February issue. Said articles are written by the author of Certain Dangerous Tendencies in American Life, which attracted so much attention at the time of its appearance. The writer visited the South under peculiarly favorable circumstances for the purpose of making a minute examination of all features of Southern social and domestic life, industry, and manufactures, as well as the soil and climate of the different sections, and in these papers he aims to report with absolute exactness the facts as he saw them. It is no exaggeration to say that the articles convey a more full and satisfactory statement of all the conditions of the South than has ever been made before, and they are exceedingly picturesque and interesting.

AMERICAN LITERATURE FOR CHILDREN.

—"There is an old song which sings how a certain venerable man delighted to pass the evening of his days in initiating his grandchild in the exhilarating game of draughts, and how, so well did the lad profit by his instruction, that at last 'the old man was beaten by the boy.' In looking over the two parts of St. Nicholas, this old song has come back to us. Certainly the producers of such literature for our own boys and girls must look to their laurels. Both in the letterpress and the engravings these two volumes seem to us [though the admission touch our vanity or our patriotism, call it by which name we will, something closely] above anything we produce in the same line. The letterpress while containing quite as large a power of attraction for young fancies, is so much more ideal, so much less commonplace, altogether of a higher literary style than the average production of our annuals of the same class. And the pictures are often works of real art, not only as engravings, but as compositions of original design."—[London Times, Dec. 20, 1881.]

THE CHRISTIAN UNION appears with a new and artistic heading, and the substitution of Roman for Italic titles and head-lines throughout the paper. It contains the article on the Utah problem, by the late Doctor Bacon, which was found unfinished on his desk the morning after his death. It treats the subject with the writer's accustomed force, and with the pathos that attaches to anything that conveys one's last thoughts.

PROF. SHAIRP, who is favorably known to the best American readers by his three books already published in this country, has just brought out a volume containing the lectures delivered by him as Professor of Poetry, at Oxford. The book, which is entitled "Aspects of Poetry," is one of decided critical and literary value, and will be published about the 20th of January, by Houghton, Mifflin & Co.

W. H. Bishop, author of "Detmold," is in California. His serial, "House of a Merchant Prince," begins in the February "Atlantic."

A long poem, by John G. Whittier, is to appear in the February "Atlantic."

WE beg to call the reader's attention to the advertisement of Dr. Harter's Iron Tonic, which will be found in another column. It is a preparation of Iron and Calisaya bark, in combination with the phosphates, and is indorsed by the medical profession, and recommended by them for dyspepsia, general debility, female complaints, want of vitality, etc. It is manufactured by the Dr. Harter Medicine Company, No. 213 North Main Street, St. Louis, Mo. It is certainly the most valuable remedy in the market, and no family should fail to keep it in the house.—Toledo, Ohio, Democrat.

It is a great part of the economy of life to know how to turn to profitable account the accumulated experience of others.

The How, the Why and the When.

OUR theories are apt to be modified by practice. With whatever theory we have started out, we are sure to learn in time that the ultimate "Why" for each step of an arithmetical process cannot be uniformly insisted upon with the average pupil when learning how to do the work. But there is a "Why" that means When, and applies to concrete work; and there are cases where a mechanical appliance is very useful, and will work when a complete analysis (as applied by our tyros) will fail.

Arrange a set of questions somewhat as follows:

EXAMPLES.

1. If 10 cents will buy 2-5 of a pound of aquafortis, how many cents will buy a pound?
2. A man bought 3-4 of a hundred weight of yellow ochre for 12 dollars; what was that a hundred weight?
3. At \$10 a barrel what will 3-4 of a barrel of flour cost?
4. What cost 3 8 of a pound of cotton at 10 cents a pound?
5. What cost 1 barrel of fish if 2-7 of a barrel cost \$5?
6. If a bushel of wheat cost 7-8 of a dollar, what will 2-7 of a bushel cost?
7. What is 2-3 of 5-6?
8. 1 4 is 3-8 of what number?
9. 61 is 10-9 of what number?
10. Find 10-9 of 61.
11. If a yard of cloth cost \$2-9, how many yards will \$14-15 buy?
12. If 5-7 of a yard of cloth is worth \$9-11, what is 1 yard worth?
13. At \$5-8 a yard, how much cloth can be bought for \$19-20?
14. At \$9-13 a yard, what is 5-11 of a yard of cloth worth?
15. Of what number is 52 1-2 the 5-6 part?

[NOTE.—Such questions as 3-4 is what part of 8-9 must not be introduced here].

Notice that in the above there is (1) promiscuous arrangement of questions requiring multiplication and division by a fraction, (2) a slightly varied wording of questions really similar, and (3) care taken that the numbers used be not so related to each other as to afford a key to the work.

It will be found that these questions may be given to many classes who have been carefully taught in the analysis of fractions, and a failure may result; or if even 50 per cent. or 60 per cent. be made, a close scrutiny may show even this partial success to be no better than guess-work; for, be it observed, in a set of examples like these, it is almost as difficult to get all wrong as all right. You seek to mend matters by asking the children to apply the analysis in

which you have trained them, and they ingeniously misapply it.

Now give them the following PRINCIPLE.

To find the whole of anything [when a fractional part is given] or to find the value of one, always divide; and the number expressing value must be the dividend.

Write this on the blackboard, and let it be repeated until a good degree of familiarity with it is gained. Now turn again to the examples. Ask the class to select with care the questions in which either the whole of something or the value of one is to be found; (as distinguished from those in which the "whole," &c., is given).

Do not allow this to be done in haste. If thoughtful attention has been secured, but few mistakes will be made; and then the solution is as follows: "If 2-7 of a barrel of fish cost \$5, the whole barrel will cost \$5 divided by 2-7, which is the same as \$5 multiplied by 7-2, equal to 35-2 or \$17 1-2. Hence the whole barrel costs \$17 1-2." The principle to be repeated with each example worked. To apply the last clause to an abstract question, like 7, 8, 9, 10 in the above list, let it be understood that the number which might be made concrete by supplying a denomination, is the dividend.

After the examples have been sorted by the class, the solution of the multiplication questions is simple. "If 1 pound of cotton costs 10 cents, 3-8 of a pound costs 3 8 of 10 cents." It is supposed to be thoroughly understood that "of" indicates multiplication. Cancellation is always allowed.

When I have my class well grounded in the work as above shown, I require them often to give the complete analysis of questions like the above, but not until I have made myself sure that they have the other method at command, and as a rule will use it in determining what process is to be employed.

The solution of the 11th and 13th is similar to that of corresponding questions in whole numbers. "As many yards as \$2-9 is contained times in \$14-15." H. M. M.

We learn that the Searcy public schools are in a very flourishing condition. It is gratifying to observe the steady growth of free school sentiment in Searcy. The interest increases year by year, and opposition becomes weaker and less troublesome.

For Bronchial, Asthmatic, and Pulmonary Complaints "Brown's Bronchial Troches" manifest remarkable curative properties. Like all other meritorious articles, they are frequently imitated, and those purchasing should be sure to obtain the genuine.

THE GIVER AND THE TAKER.

THE following is an attempt to versify a literal translation of a poem by the Hindoo writer Tinevaluva, who lived, it is supposed, in the third century of our era. He was remarkable for his hatred of idolatry and caste, and for his almost Christian conception of God and human duty:

Who gives what others may not see,
Nor counts on favor, fame, or praise,
Shall find his smallest gift outweighs
The burden of the mighty sea.

Who gives to whom bath naught been given,
His gift in need, though small indeed
As is the grass blade's wind-blown seed,
Is large as earth and rich as heaven.

Forget thou not, O man! to whom
A gift shall fall, while yet on earth,
Yea, even to thy sevenfold birth,
Revive it in the lives to come!

Who, brooding, keeps a wrong in thought,
Sins much; but greater sin is his
Who, fed and clothed with kindnesses,
Shall count the holy aims as naught.

For he who breaks all laws may still
In Sivam's mercy be forgiven:
But none can save in earth or heaven
The wretch who answers good with ill.

JOHN G. WHITTIER.

Reading as a Means of Culture.

[No. 2]

THE spirit of the age stimulates our young to move along the line of least resistance. What aid they can get from books and from teachers is too often regarded as evidence of wise and commendable economy in their efforts to get an education.

But our mental powers grow strong by exercise, as our physical energies are toughened and augmented by athletic sports. Reading then as a means of culture must be in the nature of a mental exercise, and not simply an idle amusement. Those books alone, which stimulate thought, are worthy a young man's consideration.

The great leader of the English liberals, John Bright, strongly deprecates the fact that so many trifling books fall into the hands of the young laboring men in England. If any one can with any degree of reason plead the necessity of light literature for his leisure moments, surely he whose physical energies have been exhausted by ten or twelve hours of daily toil, should be accorded the full weight of such an argument in his favor. But the bad effect, upon both the mind and the morals, that many books now published and found in our public libraries, has long been suspected and is now beginning to be realized by the more sagacious among our public men.

The close student of political economy is aware that the most disastrous consequences to society at large are the legitimate outgrowth of these

causes which slowly and silently, but steadily, sap the very foundation of moral character through their tendency to deteriorate the intellectual powers of large classes in the community.

The frightful increase of crime is due less to positive illiteracy than to the baleful influences exercised over the young people among us, by the character of much of the literature which they are not only permitted, but are often encouraged to read; much of the crime among us is due less to natural than to cultivated moral obliquity.

In the prevalent opinions of the day this is condemned as unsound doctrine, because it seems to unsettle some of our long-cherished convictions,—long-cherished because popular. But, what we need most to know and act upon, is not what is most popular, but what is nearest the truth.

We are rapidly drifting toward a crisis which will precipitate upon us the conviction that, not only is bad literature responsible for crime, but it is largely responsible for the manifold phases of insanity, which like a social cancer, is wasting the mental and moral strength of our people.

If these tendencies to insanity and crime can be shown to be traceable to the character of much of the reading now indulged in by our young people, then reading as a means of mental culture must rank high among the appliances needed to protect and to strengthen the public morals.

G. E. S.

BETTER SUPERVISION.—We cordially endorse the following from the (Central Iowa) *School Journal*:

"What our county schools need is better supervision. Give us a law that will accomplish this, before the Legislature adjourns, and the county schools will be under more careful and thorough supervision. We suggest the tenure of office be made not less than four years, the salary not less than \$2,000 and the school boards of the county the body that selects the county superintendent. We are not tenacious for this mode, but insist that the Legislature should certainly give us something to supply the increasing demands of our county schools."

The Power of the Press.

In no way is the power of the press more surely shown than in the universal knowledge that has in less than a year been diffused throughout fifty millions of people of the wonderful curative properties of that splendid remedy, Kidney-wort. And the people from the Atlantic to the Pacific have shown their intelligence and their knowledge of what is in the papers, by already making Kidney-wort their household remedy for all diseases of the kidneys, liver and bowels.—*Herald*.

A STRONG DOCUMENT.

THE undersigned, County Superintendents of Illinois, call the attention of school directors to the great need of furnishing every district school with

GOOD BLACKBOARDS, all around the room;

WEBSTER'S UNABRIDGED DICTIONARY;

A SET OF OUTLINE MAPS, and
A GOOD GLOBE.

These tools are to the teacher what the sledge-hammer is to the blacksmith, the saw to the carpenter, the trowel to the mason, the axe to the woodman, the brush to the painter, or the plow to the farmer.

Therefore, no district, however poor, can afford to do without these necessary helps.

With plenty of Blackboards, an Unabridged Dictionary, Outline Maps, and a Globe, any teacher can do from two to six times as much work in quantity, and ten-fold better in quality.

The use of these much-needed implements cannot be too strongly urged upon school officers and teachers, because they are as essential as desks and seats.

Reason demands implements in the school-room as potently as necessity calls for them upon the farm.

These things are not only invaluable, but are absolutely necessary to the success of every school.

In fact the school law says (Sec. 3 and 48) that directors shall provide the necessary articles.

G. W. Smith, Supt. Clay county.
C. E. Mann, Kane county.
John Trainer, Macon county.
Mary Allen West, Knox county.
John T. Ray, Ogle county.
Mary L. Carpenter, Winnebago co.
Geo. C. Loomis, Whiteside county.
J. A. Miller, McLean county.
C. C. Duffy, Kendall county.
G. W. Grubb, Macoupin county.
S. A. Armstrong, Ford county.
M. Tombaugh, Livingston county.
James McQuilkin, St. Clair county.
J. B. Abbott, Marion county.
Gilbert A. Burgess, Piatt county.
J. F. Arnold, Jasper county.
C. S. Edwards, Jr., Marshall county.
G. R. Shawhan, Champaign " "
Mrs. R. L. Taylor, Alexander " "
C. M. Sevier, Morgan " "
W. J. Roberts, Greene " "
W. H. Crow, Pike " "
R. Williams, LaSalle " "
S. B. Hood, Randolph " "

We, the undersigned superintendents and principals strongly endorse the above:

E. A. Gastman, Supt. Decatur city schools, and President Illinois State Teachers' Association,

E. C. Hewett, President State Normal University.

E. H. Long, Supt. Public Schools, St. Louis.

D. R. A. Thorp, Supt. Ottawa city schools.

F. R. Feitshaus, Supt. Springfield schools.

A. R. Sabin, Principal Kenzie School, Chicago.

W. B. Powell, Supt. graded public schools, Aurora.

Chas. J. Parker, Supt. Oakland schools, Cook county.

I. H. Brown, Supt. Edwardsville schools.

D. B. Parkinson, Prof. Physics and Chemistry, Southern Illinois Normal.

J. F. Kletzing, Principal Ravenswood schools.

W. H. Chamberlin, Principal Ross-ville schools.

Chas. DeGarmo, Prin. Grammar School, Illinois State Normal University.

Samuel H. Inglis, Supt. Greenville schools.

W. H. Miller, Prin. Bunker Hill schools.

F. N. Tracy, Supt. Kankakee public schools.

Robert Allen, D. D., Prest. Southern Illinois Normal University.

M. Andrews, Supt. Galesburg city schools.

J. N. Wade, Principal Bement schools.

G. W. Smith, Principal Grammar School, Barry.

Edward Bangs, Principal Lostant schools.

R. L. Barton, Supt. city schools, Galena.

Lewis Goodrich, Prin. Pecatonica schools.

B. G. Roots, Prest. Illinois State Board of Education.

John Hull, Prof. of Mathematics, Southern Ill. Normal University.

S. Alice Judd, Decatur High School.

R. Edwards, Ex-President State Normal University.

S. W. Culp, Principal schools, Morrisonville.

A. F. Nightingale, Principal Lake View High School.

J. W. Layne, Supt. city schools, Danville.

C. M. Taylor, Prin. College and Normal Institute, Paxton.

D. A. Straw, Principal Elmhurst schools.

A. C. Courtney, Prin. White Hall schools, and Secretary State Teachers' Association.

J. W. Troger, Supt. Blue Island schools.

Mrs. F. N. Tracy, Prin. Kankakee High School, and several hundred others.

Hersford's Acid Phosphate
In Torpidity of Liver,
And extreme gastric irritability, resulting from malarial poison, has given good results.

D. HARTER'S

GENTLEMEN: I have used DR. HARTER'S IRON TONIC in my practice, and in an experience of twenty-five years in medicine, have never found anything to give the results that DR. HARTER'S IRON TONIC does. In many cases of Nervous Prostration, Female Diseases, Dyspepsia, and an impoverished condition of the blood, this peerless remedy, has in my hands, made some wonderful cures. Cases that have baffled some of our most eminent physicians, have yielded to this great and incomparable remedy. I prescribe it in preference to any Iron preparation made. In fact, such a compound as DR. HARTER'S IRON TONIC is a necessity in my practice.

It gives color to the blood, natural healthful tone to the digestive organs and nervous system, making it applicable to General Debility, Loss of Appetite, Prostration of Vital Powers and Impotence.

MANUFACTURED BY THE DR. HARTER MEDICINE CO., 213 N. MAIN ST., ST. LOUIS.

IRON TONIC.

New California Route.

January 1, 1882, the new line to California via El Paso, Texas, composed of the St. L., Iron Mountain and Southern Railway, Texas and Pacific Railway, and Southern Pacific Railway, will be opened. Its equipment will be superb. New palace sleeping cars, built expressly for this line, will leave St. Louis Union Depot at 9 a. m. daily, via the Iron Mountain Route, and run through to Deming without change, where direct connection will be made with the Southern Pacific Railway's California express, which has palace sleepers running through to San Francisco without change.

Only one change of cars from St. Louis to San Francisco via this line.

Patronize the new Southern route, which is free from snow.

For tickets and further information call at ticket offices 115 N. 4th st., and Union Depot.

H. M. HOXIE, General Manager.
F. CHANDLER, General Passenger Agt.
C. B. KINNAN, Asst. General Pass. Agt.

CHICAGO AND ALTON RAILROAD.

North, East and West.

The shortest, quickest and only line under one management running two daily independent trains between St. Louis and Chicago, connecting in the Union Depot at Chicago with through day and Pullman drawing-room Sleeping Cars without change, for all points in Wisconsin, Minnesota and the Northwest, Michigan, Canada and all New England and Eastern cities.

The popular and finest equipped line between St. Louis and Kansas City, running two daily express trains, connecting in the Union Depot at Kansas City for all points in Kansas, Nebraska, Colorado, New Mexico, Arizona and California. Morning and evening train for Hannibal, Quincy and Keokuk. Pullman Palace Sleeping Cars, the finest in the world. Elegant Reclining Chair cars, without extra charge.

Palace Dining Cars—meals enjoyed at leisure. Steel, stone and iron bridges. Train porters to attend to wants of travelers. Careful and obliging men in charge.

To secure these advantages, see that your tickets read via Chicago & Alton Railroad. St. Louis Ticket Office, No. 117 N Fourth Street, cor of Pine, and at the Union Depot.

S. H. KNIGHT, Ticket Agent.

Eminent Physicians

Are prescribing that tried and true remedy, Kidney-wort for the worst cases of biliousness and constipation, as well as for kidney complaints. Scarcely a person is to be found who will not be greatly benefited by a thorough course of Kidney-wort every spring. If you feel out of sorts and can't tell why, try a course of Kidney-wort and you will feel like a new creature.—Indianapolis Sentinel.

Hersford's Acid Phosphate
A Sleep Inducer.

From my experience, I would say that as a nerve restorer in exhaustion from any cause, and as a sleep inducer, Hersford's Acid Phosphate is of the greatest value.

J. E. LOCKRIDGE, M. D.
Indianapolis, Ind.

A combination of Potassium of Iron, Ferrous Sulfate and Phosphorus in a palatable form. The only preparation of iron that will not blacken the teeth, so characteristic of other iron preparations.

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Allen's Brain Food.

A botanical extract, Permanently strengthens the brain, and positively cures nervousness, nervous debility, and all weaknesses of generative organs. Price \$1; 6 for \$5. All druggists. Depot Allen's Pharmacy, 315 First Avenue, New York, N. Y. SEND FOR CIRCULAR. Free by mail on receipt of price.

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DR. CROOK'S
WINE OF TAR

CURES THOUSANDS YEARLY.

A POSITIVE CURE
For Coughs, Colds,
AND CONSUMPTION.

Is the Best of Tonics;
Cures Dyspepsia;
Restores the Appetite;
Strengthens the System;
Restores the Weak
and Debilitated.

A trial of it will prove all we claim. Ask your druggist for Dr. Crook's Wine of Tar; take no other. For sale by all druggists.

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Successors to Oliver Crook & Co.
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DR. J. KRAMER'S GERMAN EYE SALVE

Is a positive cure for weak and diseased eyes. Safe and Reliable. Never fails to cure or relieve any cause of sore eyes, and no remedy is so immediate in its effects. Price 25 cts. a box. Should your druggist not have it, on receipt of 25 cts. or postage stamps we will send you a box free of expense.

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xv I-4

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Mark Twain's NEW BOOK
IS DECIDEDLY
The Best!
"THE PRINCE AND THE PAUPER."

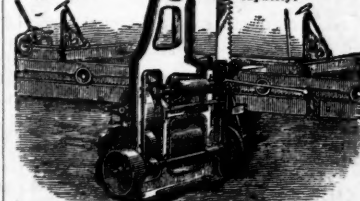
Will outsell all his previous works, and offers you the best chance of your life to make money rapidly. Old agents will act promptly and secure choice territory, and we advise you to do the same. Outfits now ready. Send at once for circulars and terms to

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Publishers, Cincinnati, Ohio.

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Portable Mulay Saw Mill,

With improvements recently made is unequalled as a neighborhood mill. It can be run by either steam or water power, and is especially adapted to the engines used for threshing.



It makes smooth and even lumber, leaves no splinters, and will cut any sized log up to four feet in diameter. It may be transported from one locality to another and re-erected ready for sawing in from two to three days, and can be made profitable in localities where there is not sufficient timber to justify the erection of a large mill. Send for descriptive circular, price, etc., to

CHANDLER & TAYLOR, Indianapolis, Indiana.
We also build the heavy Standard Circular Saw Mill, with either one or two saws as well as the Pony Circular Saw Mill that is capable of being run with light power. We also build stationary engines of varied capacity; also portable threshing engines.

xv-1

MRS. LYDIA E. PINKHAM, OF LYNN, MASS.,

Woman can Sympathize with Woman.



Lydia E. Pinkham
 Health of Woman is the Hope of the Race.

LYDIA E. PINKHAM'S VEGETABLE COMPOUND.

Is a Positive Cure

for all these Painful Complaints and Weaknesses so common to our best female population.

It will cure entirely the worst form of Female Complaints, all ovarian troubles, inflammation and Ulceration, Falling and Displacements, and the consequent spinal Weakness, and is particularly adapted to the Change of Life.

It will dissolve and expel tumors from the uterus in an early stage of development. The tendency to cancerous humors there is checked very speedily by its use. It removes faintness, satiation, destroys all craving for stimulants, and relieves weakness of the stomach. It cures Bloating, Headaches, Nervous Prostration, General Debility, Sleeplessness, Depression and Indigestion.

That feeling of bearing down, causing pain, weight and backache, is always permanently cured by its use. It will at all times and under all circumstances act in harmony with the laws that govern the female system.

For the cure of Kidney Complaints of either sex this Compound is unsurpassed.

LYDIA E. PINKHAM'S VEGETABLE COMPOUND is prepared at 333 and 335 Western Avenue, Lynn, Mass. Price \$1. Six bottles for \$5. Sent by mail in the form of pills, also in the form of lozenges, on receipt of price, \$1 per box for either. Mrs. Pinkham freely answers all letters of inquiry. Send for pamphlet. Address as above. Mention this Paper.

No family should be without LYDIA E. PINKHAM'S LIVER PILLS. They cure constipation, biliousness, and torpidity of the liver. 25 cents per box. Sold by all Druggists.

\$72 A WEEK. \$12 a day at home easily made. Costly outfit free. Address TRUS & Co., Augusta, Maine.

KIDNEY-WORT

**DOES
WONDERFUL WHY?
CURES!**

Because it acts on the LIVER, BOWELS and KIDNEYS at the same time.

Because it cleanses the system of the poisonous humors that develop in Kidney and Urinary Diseases, Biliousness, Jaundice, Constipation, Piles, or in Rheumatism, Neuralgia, Nervous Disorders and Female Complaints.

SEE WHAT PEOPLE SAY:

Eugene B. Stork, of Junction City, Kansas, says, "Kidney-Wort cured him after regular Physicians had been trying for four years."

Mrs. John Arnall, of Washington, Ohio, says her boy was given up to die by four prominent physicians and that he was afterwards cured by Kidney-Wort.

M. M. R. Goodwin, an editor in Chardon, Ohio, says he was not expected to live, being bloated beyond belief, but Kidney-Wort cured him.

Anna L. Jarrett of South Salem, N. Y., says that seven years suffering from kidney troubles and other complications was ended by the use of Kidney-Wort.

John B. Lawrence of Jackson, Tenn., suffered for years from liver and kidney troubles and after taking "barrels of other medicines," Kidney-Wort made him well.

Michael Coto of Montgomery Center, Vt., suffered eight years with kidney difficulty and was unable to work. Kidney-Wort made him "well as ever."

KIDNEY-WORT

**PERMANENTLY CURES
KIDNEY DISEASES,
LIVER COMPLAINTS,
Constipation and Piles.**

It is put up in Dry Vegetable Form in tin cans, one package of which makes six quarts of medicine. Also in Liquid Form, very Concentrated, for those that cannot readily prepare it.

It acts with equal efficiency in either form.

GET IT AT THE DRUGGISTS. PRICE, \$1.00

WELLS, RICHARDSON & Co., Prop's.

(Will send the dry post-paid.) BURLINGTON, VT.

SCHOOL APPLIANCES.

Editors American Journal of Education:

THE scope of invention in educational means and appliances seems to be quite limited, and it is perhaps of a character which the halls of the Patent Office cannot fully illustrate.

Prof. Henness, if it were really he who first developed the natural method of teaching, could never have obtained a patent on it. It is too old: it is the well-known method Mother Eve used in teaching her babies. So with other new ideas, so called, in teaching: they are not worthless for not being patentable inventions. Perhaps those which best stand the test of actual use, are found to come nearest to the natural methods by which instruction is given to a child long before his school days begin.

But the Patent Office is not altogether devoid of interest to the teacher. The newer appliances in the way of furniture and apparatus, such as dustless crayons, noiseless hinges, curious attachments for training the hand in writing, various modifications of globes and tellurians, each with its own special advantages.

Still, there is nothing better in this office or quite equal to the *Patent Gothic Desks*, with the curved back and curved folding slat seats, made in St. Louis.

All these things show that the mind of the teacher is at work, and reducing to concrete form the ideas he has originated to facilitate his work, and contribute to the comfort, order and progress of his school room.

Perhaps the most striking of recent inventions in educational appliances, is the segmental map and atlas of Theodore S. West, a practical teacher of Alexandria, Va., patented August 16, 1881.

Every teacher has experienced the difficulty of impressing on the minds of young pupils the spherical form of the earth. Globes are unfortunately not always at hand, as they should be in every school, so that much valuable time is lost on this account. Mr. West also proposes a map in the form of a segment of a sphere, the map being painted on the convex surfaces and so representing limited portions of the earth's surface on the scale of ordinary maps, but with the curvature of a very large globe.

These maps, of which a series may pack together like so many watch crystals, may be bound up into an atlas, and will so form a most valuable and attractive addition to the school apparatus now in vogue.

Among other patents are two recently granted to J. A. Burger of La Porte, Indiana, for improvements in

tellurians, which consist principally in devices for exhibiting the moon's phases.

L. W. S.

WASHINGTON, Jan. 20, 1882.



DR. C. W. BENSON of Baltimore, Md. In the course of his practice discovered what now are renowned in medical practice, viz: a combination of Celery and Chamomile in the shape of Pills. They are used by the profession at large and constantly recommended by them.

It is not a patent medicine. It is the result of his own experience in practice. They are a sure cure for the following special diseases, and are worthy of a trial by all intelligent sufferers. They are prepared expressly to cure sick headache, nervous headache, dyspeptic headache, neuralgia, paralysis, sleeplessness, dyspepsia and nervousness, and will cure any case. The Doctor's great remedy for Skin disease, called Dr. Benson's Skin Cure is exceedingly valuable and greatly sought after by all persons who have skin diseases or bad complexion. An excellent toilet dressing.

Sold by all druggists. Price, 50 cents a box. Depot, 106 North Eutaw St., Baltimore, Md. By mail, two boxes for \$1, or six boxes for \$2 50, to any address.

DR. C. W. BENSON'S

SKIN CURE

Is Warranted to Cure

ECZEMA, TETTERS, HUMORS, INFLAMMATION, MILK CRUST, ALL ROUGH SCALY ERUPTIONS, DISEASES OF HAIR AND SCALP, SCROFULA ULCERS, PIMPLES and TENDER ITCHINGS on all parts of the body.

It makes the skin white, soft and smooth; removes tan and freckles, and is the BEST toilet dressing in THE WORLD. Elegantly put up, two bottles in one package, consisting of both internal and external treatment.

All first class druggists have it. Price \$1. per package.

CHAS. N. CRITTENTON, 115 Fulton Street, N. Y., sole agent for Dr. C. W. Benson's remedies, to whom all orders should be addressed.

Hudson's Harvard Shakespeare.

THE LATEST AND BEST EDITION PUBLISHED IN THIS COUNTRY.

Special discounts given to those ordering immediately. GINN, HEATH & CO.

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National Teachers' Agency.

Schools supplied with first-class teachers without charge. Agents wanted throughout the United States. Teachers will find the central location and the "Mutual Plan" of this agency make it the best avenue to situations in the West and South. Send stamp for application-form to NATIONAL TEACHERS' AGENCY, Cincinnati, Ohio.

Schools up lies at a large discount. Agency for the Universal Graded Grammar Blanks, set, 35 cents. Send stamp for circular, and learn how to increase your income. 14-121y

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Best School Report Card Published.

Aids teachers in curing tardiness; interests parents. Sent 3 cent stamp for sample card. Packages of 50 sent post-paid for 20 three cent stamps or 100 for \$1. Address all orders or communications to S. S. McBride, West Farmington, Ohio. 14-910t

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PROF. BEERS is one of the most successful teachers of Elocution in the United States, having had 25 years experience, during which time he has had under his training many of the most prominent educators, ministers, lawyers, and public men in this country.

Write for special 16-page circular, giving a large list of references and other information.

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BLACKHEADS, FLESHWORMS.—"Medicated Cream" is a scientific, and the only known harmless, pleasant and absolutely sure and infallible cure. It removes clean and completely, every one for good in a few days only, leaving skin clear, smooth and unblemished always, or money refunded. Mailed in plain wrapper for 30 cents in stamps, or two for 50 cents, by Geo. N. Stoddard, Druggist, 1226 Niagara Street, Buffalo, N. Y. Circulars give 200 testimonials of quick cures. Exactly as represented, and doctor reliable. Say you saw adv. in this paper. xv-21t

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Lock Shelf Book-Rack,

Which is made up in sizes to hold 50 and 30 books. Can be taken apart and put together again in a moment's time, without nails or screws. Light and cheap. Can be put in a trunk.

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Is a novelty and a valuable little gem for the use of students, merchants, book-keepers, lawyers and others who desire a light, handy rest for books or manuscripts. Especially useful to copyists. No. 1, price 15c, No. 2, price 25c. Send for circular. H. H. MORGAN, Manufacturer's Agt., 338 9th St., Brooklyn, N.Y. xv-21t

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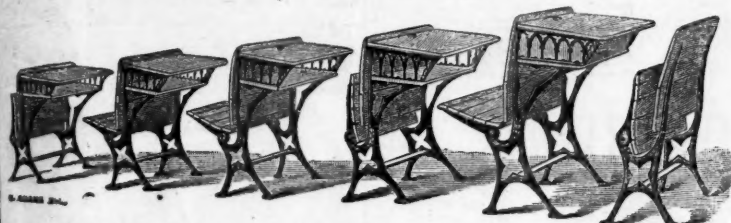


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Bells of Pure Copper and Tin for Churches, Schools, Fire Alarms, Farms, etc. FULLY WARRANTED. Catalogue sent Free. VANDUZEN & TIFT, Cincinnati, O.

To School Directors.

More than Ten Years ago Oak Grove School was furnished with the
PATENT GOTHIC DESKS AND SEATS,



Notwithstanding the very rough usage they have sometimes received, the only break of any kind was one of the small hinge bolts, which 5 cents would replace. With that exception, all are as solid and strong as the day they were purchased. They doubtless will last 25 years longer.

H. C. LAUTERMAN, School Treasurer,
Town 5, Range 8, Madison County, Illinois.

BLACK BOARDS
OF SLATED PAPER & ROLLERS
ALL SIZES
HOLBROOKS LIQUID SLATING

J. B. MERWIN,
704 CHESTNUT ST.
ST. LOUIS, MO.

SLATED PAPER
—FOR—
BLACKBOARDS,

Sent by Mail,
POST PAID,
\$1.00 Per Yard up to 5 Yards.

Please read the following late Endorsement:

COLUMBIA, MO., Sept. 5th, 1881.

MERWIN,

Manufacturer and Dealer in School Supplies,

704 Chestnut Street, St. Louis, Mo.

SIR:

Please send me as soon as possible, **TWENTY-FIVE** Yards more of your **SLATED PAPER** for Blackboards. The increase in the number of pupils demands more **BLACKBOARD** area. I make the above statement to you know that I am not buying now to replace the old—as that which I purchased of you five years ago is still in **VERY EXCELLENT CONDITION**. After giving it the test of constant use for a term of years, I unhesitatingly pronounce it **SUPERIOR** to any **BLACKBOARD SURFACE** I have tried—it is by your **LIQUID SLATING** on a hard finished wall. Send also your Crayons in usual quantity.

Yours Truly,

R. P. RIDER,

President Stephen's College,

Columbia, Mo.

We send this *Slated Paper*, thus *Strongly Endorsed* after being so thoroughly used for years, **POST PAID** by mail at \$1.00 per yard up to five yards.

For further information, Circulars of Globes, Outline Maps, **SLATING**, and everything needed for schools, call upon or address, with stamp for reply, and write direct to

J. B. MERWIN,

Manufacturer and Dealer in School Supplies of all Kinds,

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Aids to School Discipline.

MISS MARY LEE, Newport, Ark., writes us under date of June 15, '81, as follows: "I received the school aids three months since, and am much pleased with them. My pupils are delighted; each one trying to excel the other. I have never seen anything stimulate pupils so much. I would not on any account do without them."

Slated Paper.

PROF. A. B. CRUMP of Pine Bluff, Ark., in a recent letter says: "I bought of you last year, slated paper for Blackboards, and found it to be just as you recommended it. Please fill the following order, etc. I could not do my work without plenty of

BLACKBOARDS,

and your slated paper exactly and fully fills the bill."

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THE POPULAR



Extends the advantages of its

SUPERIOR ACCOMMODATIONS!

To Passengers going

*East, Northeast,
North, Northwest,
West, and Southwest.*

The important features of this line are its
Unequaled Through Car System,

Running Palace Sleeping Cars daily from ST. LOUIS to New York, Boston, Chicago, Omaha, Ottumwa, Kansas City, and all intermediate points. New and Elegant Superb Dining Cars attached to through trains, in which first-class meals are served at 75 Cents.

For Tickets, Sleeping Car Berths, etc., call at
GRAND UNION TICKET OFFICE,
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J. C. GAULT,
Gen'l Manager.

H. C. TOWNSEND,
Gen'l Pass'r Agent.

Illinois Central Railroad.

TIME TABLE.

STATIONS	Train 1, Daily except Sunday	Train No. 3, Daily, with Through Sleeping Car Chicago to New Orleans.
Leave Chicago	8.40 a. m.	8.30 p. m.
Arrive Effingham	4.40 p. m.	3.55 a. m.
Arrive Odessa	7.10 p. m.	5.45 a. m.
Arrive Centralia	7.35 p. m.	6.10 a. m.
Leave Centralia	10.05 p. m.	6.15 a. m.
Arrive Cairo	4.05 a. m.	10.50 a. m.
Arrive Martin	7.40 a. m.	1.25 p. m.
Leave Martin	10.40 a. m.	10.15 p. m.
Arrive Nashville	7.30 p. m.	10.00 a. m.
Arrive Milan	9.10 a. m.	2.45 p. m.
Leave Milan	12.55 p. m.	3.30 a. m.
Arrive Memphis	4.15 p. m.	8.15 a. m.
Arrive Jackson, Tenn.	10.40 a. m.	4.00 p. m.
Leave Jackson, Tenn.	10.45 a. m.	
Arrive Mobile, Ala.	1.50 a. m.	
Arrive Gr. Junction	12.45 p. m.	6.00 p. m.
Leave Gr. Junction	6.22 p. m.	6.22 p. m.
Arrive Memphis	8.20 p. m.	8.20 p. m.
Arrive Jackson, Miss.	10.45 p. m.	3.21 a. m.
Leave Jackson, Miss.	8.40 a. m.	5.40 a. m.
Arrive Vicksburg	8.00 a. m.	8.00 a. m.
Arrive New Orleans	7.15 a. m.	11.00 a. m.

NOTE—That Train No. 3 (with through New Orleans sleeper) leaving Chicago at 8:30 p. m. daily, arrives at New Orleans at 11:00 a. m. the second morning (38½ hours). This is 8 hours quicker time than has ever been made from Chicago to New Orleans, and 8 hours quicker time than by any other route.

NOTE—That Train No. 3, leaving Chicago at 8:30 p. m., arrives at Memphis via Grand Junction and the Memphis & Charleston Railroad, at 8:20 p. m. (23 hours and 50 minutes from Chicago). Passengers on this train have the advantage of through sleeper to Grand Junction, which is reached at 6:00 p. m.

NOTE—That passengers leaving on Train No. 1, make connection at Milan with Louisville & Nashville train, arriving at Memphis at 4:15 p. m.; also at Grand Junction with Memphis & Charleston Railroad, arriving at Memphis at 8:20 p. m.

NOTE—The close connection with the Mobile & Ohio Railroad at Jackson, Tenn., and the quick time we are thus enabled to make. Mobile passengers can secure sleeping car accommodations for Train No. 1 at Du Quoin, at 12:15 a. m., and again at Jackson, Tenn., direct for Mobile.

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